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ABSTRACT

This assessment kit has been designed to assist local school districts in Michigan in evaluating their vocational education programs for compliance with Title IX. The information that is collected and tabulated can be used by the districts in planning efforts to achieve Title IX compliance and sex equity in vocational education. The assessment kit includes worksheets, checklists, and surveys that will gather information in the following areas: (1) high school and area center student vocational education enrollments by sex, by class, and by program area; (2) staffing patterns--districtwide, at the middle school and high school, and within the vocational education department; (3) vocational education program requirements; (4) potential barriers in the physical facility; (5) resources and materials that support recruitment or retention of nontraditional students in vocational education; (6) other recruitment and retention efforts; (7) student perceptions and concerns regarding vocational education programs; and (8) Title IX awareness (including sexual harassment). (KC)

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ED 408 479

VOCATIONAL EDUCATION ASSESSMENT KIT

Michigan Department of Education
Office for Sex Equity in Education

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The original 1983 manuscript was researched and prepared by Jan Foster, former Head Consultant of Special Projects Services. Revisions for 1995 prepared by Betty Simonds, Sex Equity Coordinator.

INTRODUCTION

The Vocational Education Assessment Kit has been designed to assist local school districts in evaluating their vocational education programs for compliance with Title IX. The information, when collected and tabulated, will aid the district in its planning efforts to achieve Title IX compliance and sex equity in vocational education.

The Assessment Kit includes worksheets, checklists, and surveys that will gather information in the following areas:

- High school and area center student vocational education enrollments by sex, by class, and by program area.
- Staffing patterns: district-wide, at the middle school and high school, and within the vocational education department.
- Vocational Education program requirements.
- Potential barriers in the actual physical facility.
- Resources and materials that support recruitment or retention of nontraditional students in vocational education.
- Other recruitment and retention efforts.
- Student perceptions and concerns regarding vocational education programs.
- Title IX awareness (including sexual harassment).

To make the best use of this Assessment Kit, a coordinator should be designated to be responsible for:

1. Obtaining the information necessary to complete worksheets #1-4.
2. Distributing and then collecting worksheets #5-8, checklists and student surveys as labeled.
3. Establishing a definite time frame for the completion and return of the instruments.
4. Tabulating and summarizing the results of all worksheets, checklists and surveys.

A sample memo which can act as a cover letter for the distribution of all worksheets is provided on the next page. Worksheets should also be color coded to facilitate the distribution among the coordinator and other respondent groups.

Should you use this Assessment Kit for which additional information or consultation would be helpful, feel free to contact the Office for Sex Equity at (517) 335-0358. Our services and materials are provided free of charge.

SAMPLE MEMO

TO:

FROM: _____, Coordinator

RE: Vocational Education Program Assessment

DATE:

_____ Schools is in the process of assessing our vocational education program for compliance with Title IX. In order to gather the information needed, key people have been identified to assist with that process. Attached you will find (worksheets, surveys, checklists) for you to complete. Please return them to my office by (date). If you need further information, please feel free to call me at (telephone number).

Thank you for your help and cooperation.

Name of Person Completing Worksheet _____

WORKSHEET #1
Employment Data - District Wide

	# Female	# Male
Central Office		
Administrators		
Superintendent		
Asst Superintendent		
Directors		
Support Staff		
Secretaries		

	Principles		Asst. Principles	
	# Female	# Male	# Female	# Male
High School				
Area Center				
Middle School/JH				
Elementary				

Directors		
Athletics		
Vocational Education		
Special Education		
Others (Specify).		
Support Personnel		
Secretaries		
Cafeteria/Food Service Workers		
Maintenance Workers		
Bus Drivers		

Name of Person Completing Worksheet _____

WORKSHEET #2
Employment Data - School Level

Staff Positions	High Schools		Middle School/Junior High	
	# Females	# Males	# Females	# Males
Teachers				
- English				
- Social Studies				
- Math				
- Science				
- Foreign Language				
- Music				
- Art				
- Special Education				
- Physical Education				
- Vocational Education				
Consultants				
Counselors				
Librarians				
Aides				

Name of Person Completing Worksheet _____

WORKSHEET #3
Vocational Education Class Offerings by Program Category

List all vocational classes in the appropriate section. For each class, indicate the teacher's gender and the number and percent of female and male enrollees. At the bottom of each table, determine the totals for each column.

0.1 Agriculture	Sex of Teacher	Males		Females	
		N	%	N	%
Totals # of Classes =					

0.4 Distributive Education	Sex of Teacher	Males		Females	
		N	%	N	%
Totals # of Classes =					

Name of Person Completing Worksheet _____

WORKSHEET #3 (Cont'd.)
Vocational Education Class Offerings by Program Category

List all vocational classes in the appropriate section.

0.7 Health	Sex of Teacher	Males		Females	
		N	%	N	%
Totals # of Classes =					

0.9 Occupational Home Economics (Wage Earning)	Sex of Teacher	Males		Females	
		N	%	N	%
Totals # of Classes =					

Name of Person Completing Worksheet _____

WORKSHEET #3 (Cont'd.)
Vocational Education Class Offerings by Program Category

List all vocational classes in the appropriate section.

0.9 Consumer Homemaking (Non-wage Earning)	Sex of Teacher	Males		Females	
		N	%	N	%
Totals # of Classes =					

0.14 Office	Sex of Teacher	Males		Females	
		N	%	N	%
Totals # of Classes =					

Name of Person Completing Worksheet _____

WORKSHEET #3 (Cont'd.)
Vocational Education Class Offerings by Program Category

List all vocational classes in the appropriate section.

0.17 Trade and Industry (excluding Cosmetology)	Sex of Teacher	Males		Females	
		N	%	N	%
Totals # of Classes =					

0.17 Trade and Industry - Cosmetology	Sex of Teacher	Males		Females	
		N	%	N	%
Totals # of Classes =					

How many <u>classes</u> have less than 20% of one sex?_____

How many programs have less than 20% of one sex?_____

Name of Person Completing Worksheet _____

WORKSHEET #4
Physical Facilities of the Vocational Program

	YES	NO
1. Do you have separate designated areas for females and males for washing, changing clothes, etc.?		
1(a). If yes, what is the approximate square footage for each area?	☐	☐
Male area _____ Female area _____		
2. Do you have one designated area for both males and females for washing, changing clothes, etc.?	☐	☐
2(a). If yes, how is the usage of the one area scheduled for males and females?		
_____ _____ _____ _____		
3. Do you have restrooms available to both males and females in your classrooms?	☐	☐
3(a). If yes, of which type?		
_____ separate facilities _____ one unisex facility		
3(b). If no, are restrooms of equal availability to males and females?	☐	☐

Name of Person Completing Worksheet _____

For Counselors

WORKSHEET #5
Vocational Education Program Requirements
(High Schools and Area Centers)

Please identify all vocational education classes by program with entrance requirements.

0.1 Agriculture

Class	Requirement

0.4 Distributive Education

Class	Requirement

0.7 Health

Class	Requirement

Name of Person Completing Worksheet _____

For Counselors

WORKSHEET #5 (Cont'd.)
Vocational Education Program Requirements
(High Schools and Area Centers)

Please identify all vocational education classes by program with entrance requirements.

0.9 Occupational Home Economics (Wage Earning)

Class	Requirement

0.9 Consumer Homemaking (Non-Wage Earning)

Class	Requirement

0.14 Office

Class	Requirement

Name of Person Completing Worksheet _____

For Counselors

WORKSHEET #5 (Cont'd.)
Vocational Education Program Requirements
(High Schools and Area Centers)

Please identify all vocational education classes by program with entrance requirements.

0.17 Trade and Industry

Class	Requirement

Name of Person Completing Worksheet _____

For Curr. Dir./Spec.

WORKSHEET #6
Vocational Education Curriculum and Resource Materials

Please answer the following questions to the best of your ability:

	YES	NO
1. Have all vocational educational textbooks been screened for sex role bias?	☐	☐
1(a). If yes, how many if any textbooks contained sex role bias? _____		
1(b). If yes, are these books currently being used?	☐	☐
2. Have any of your textbooks been published prior to 1985?	☐	☐
2(a). If yes, have these textbooks been recently (since 1990) reviewed for sex role bias?	☐	☐
3. Does your district have resources (books, pamphlets, information) available to support efforts to attract students into vocational programs considered nontraditional for their sex?	☐	☐

3(a). If yes, where are they housed? _____

_____

_____

3(b). If yes, in what ways have teachers been informed of these materials?

_____

_____

_____

Name of Person Completing Worksheet _____

For Curr. Dir./Spec.

WORKSHEET #6 (Cont'd.)
Vocational Education Curriculum and Resource Materials

		YES	NO
4.	Were any of the resources in your media center/library published prior to 1985?	☐	☐
4(a).	If yes, have these resources been recently (since 1990) reviewed for sex role bias?	☐	☐
5.	Is information on sex bias or sex role stereotyping included as a required part of the vocational curriculum?	☐	☐

5(a). If yes, in which classes? _____

_____

_____

_____

Name of Person Completing Worksheet _____

For Curr. Dir./Spec.

WORKSHEET #7
Vocational Education Course Descriptions

Assemble curriculum guides, class listings, and/or student handbooks which include course descriptions of vocational classes offered at the high school or area center.

Check each for:

- Sex biased terms (e.g. his/her).
- A lack of nontraditional role models.
- Subtle references that may indicate sexual bias, (e.g. pink smocks, women/men in the foreground).

Sources	Problems Identified

Name of Person Completing Worksheet _____

WORKSHEET #8

Tour your facilities with a small group of diverse individuals (males, females, minorities and disabled). Specifically look for:

- Inequitable restroom labels (e.g. men - girls or men - ladies).
- Displays on walls or bulletin boards which may be sex biased.
- A lack of displays of nontraditional role models.
- An unbalanced promotion of classes.
- An unbalanced promotion of professional vs technical colleges and careers.
- Inequitable display of athletic achievements.
- Inequitable promotion of athletic events.
- Accessibility problems such as:
  - Aisles less than 5'.
  - Nonadjustable table heights.
  - Inaccessible restroom stalls.
  - Door knobs instead of lever handles.
  - Phones too high.
  - Water fountains too high.
  - No curb cuts.
  - Insufficient handicap parking.
  - A lack of signage.
  - No ramps between levels.
  - Grade changes greater than ½".

A CHECKLIST FOR SCHOOL ADMINISTRATORS, COUNSELORS, AND VOCATIONAL EDUCATION STAFF

Copy and distribute to each staff member.
Check either the yes or no column in answer to each question:

	Yes	No
1. Title IX Compliance/Awareness		
a. Do you know what Title IX is? (If no, see next page).	☐	☐
b. Can you correctly name the Title IX Coordinator for your school district?	☐	☐
c. Can you name at least one building practice which has changed because of Title IX during the past two years?	☐	☐
d. Do you believe that all programs, policies, and practices in your building are in compliance with Title IX?	☐	☐
e. Has your building been involved in any Title IX related activity in the last six months?	☐	☐
f. Can you name at least one building policy that has been changed because of Title IX in the last two years.	☐	☐
g. Does your building have a planned approach to achieve Title IX compliance?	☐	☐
2. Resource and Curriculum Materials		
a. Does your building have resources available to support efforts in attracting students into programs considered nontraditional for their sex?	☐	☐
b. Have all vocational education textbooks been screened for sex role bias within the last 5 years?	☐	☐
c. Of the last four guests invited to speak to students, was at least one a nontraditional role model?	☐	☐
d. Of all the hallway decorations and display cases now in your building, do any concentrate on males and females in nontraditional areas or doing nontraditional tasks?	☐	☐
e. Can you name three nonsexist books, films or film strips which are available in the library in your building.	☐	☐

A CHECKLIST FOR SCHOOL ADMINISTRATORS, COUNSELORS, AND VOCATIONAL EDUCATION STAFF

	Yes	No
f. Do you point out any sex role stereotypes to students that may exist in the instructional materials they use?	☐	☐
g. Do you include information on sex roles or sex role stereotyping as a specific part of written lesson plans or administrative duties?	☐	☐
3. Student Services/Support		
a. Do you think students are interested in nontraditional careers?	☐	☐
b. Do you find that students are aware of opportunities in nontraditional jobs?	☐	☐
c. Do you find that students are under a lot of pressure to play traditional roles?	☐	☐
d. Do you think that most parents are willing to let their children take nontraditional classes?	☐	☐
e. Do you believe that counselors know how to counsel students effectively about vocational opportunities in nontraditional areas?	☐	☐
f. Do you believe local employers will hire students or new graduates for nontraditional jobs?	☐	☐
g. Can you identify at least one thing the school district or building has done to promote the enrollment and/or retention of nontraditional students in vocational education?	☐	☐
h. To your knowledge, does the district work with employers to encourage them to create positions for students in nontraditional jobs or on-the-job training slots?	☐	☐
i. To your knowledge, does the school district or building provide special counseling, job training, or placement services that specifically address the needs of nontraditional students?	☐	☐
j. Are there specific program entrance requirements for vocational education classes?	☐	☐

Identify yourself by role group _____ and

building level _____.

CHECKLIST FOR SCHOOL ADMINISTRATORS, COUNSELORS, AND VOCATIONAL EDUCATION STAFF

CHECKLIST TALLY SHEET

Title IX is that portion of the Education Amendments of 1972 which protects people from discrimination based on sex in education programs or activities which received Federal financial assistance.

Add up all the checks for the yes and no columns for each section of the checklist and record in the appropriate spaces below:

	Yes	No	Percent Yes
SECTION 1: Title IX Compliance/Awareness	____	____	____
SECTION 2: Resource and Curriculum Materials	____	____	____
SECTION 3: Student Services/Support	____	____	____

How many persons completed the checklist for administrative, counselors and vocational education staff?

[ ]

Criteria (minimal)

Sec I - 100% Yes
Sec II - 57% Yes
Sec III - 80% Yes

STUDENT SURVEY

Instructions

1. All vocational education students are to complete the student survey.

2. All tenth grade English students are to complete the student survey.

3. The responses for vocational students are to be tabulated separately from the English students.

4. Please note that there is an additional survey of ten questions to be completed by nontraditional students only.

General Guidelines

It is important that survey respondents have a clear understanding of the following terms:

Traditional vocational education students are defined as students enrolled in classes in which 75 percent or more of the students are of the same sex as the student him/herself (i.e.; males in shop - females in home economics).

Nontraditional vocational education students are defined as students enrolled in classes in which 25 percent or less of the students are of the same sex as the student him/herself (i.e.; males in home economics - females in shop).

STUDENT SURVEY FOR ALL VOCATIONAL AND TENTH GRADE STUDENTS

Definition of terms:

The term traditional vocational education students, when used in this survey, refers to students who often take classes where almost all the students are of the same sex as the student him/herself (for example, more males take shop, auto mechanics or welding; more females take home economics, child care, or office).

The term nontraditional vocational education students, when used in this survey, refers to students who take classes where almost all their classmates are of the opposite sex (for example, males in child care, home economics and shorthand; females in auto mechanics, shop and welding).

PLEASE ANSWER THE FOLLOWING QUESTIONS:

1. Who has the greatest influence on your selection of classes?

   ____ school staff (identify who): _____
   ____ parents (e.g., 4th grade teacher, math teacher, counselor, principal, coach, etc.)
   ____ friends
   ____ other (identify who): _____

2. Has anyone at school provided you with information about opportunities in nontraditional jobs?

   ____ yes (identify who): _____
   ____ no (e.g., 4th grade teacher, math teacher, counselor, principal, coach, etc.)

3. Has anyone at school encouraged you to consider a nontraditional vocational program or career?

   ____ yes (identify who): _____
   ____ no (e.g., 4th grade teacher, math teacher, counselor, principal, coach, etc.)

4. Have you ever considered taking a vocational education class considered to be nontraditional for your sex?

   ____ yes
   ____ no

STUDENT SURVEY FOR
ALL VOCATIONAL AND TENTH GRADE STUDENTS (page 2)

5. Did anyone ever discourage you from taking a nontraditional vocational course?

___ yes (identify who): _____
___ no

6. Did anyone ever discourage you from considering a nontraditional career?

___ yes (identify who): _____
___ no

7. Are there some vocational classes in this school that you think are for males and others for females?

___ yes
___ no

7(a). If yes, what are these classes and why do you think so?

_____

_____

_____

8. Would you feel comfortable taking a course in which most or all of the other students were members of the other sex?

___ yes
___ no

9. Do you plan on taking a vocational education class next year?

___ yes
___ no

STUDENT SURVEY FOR
ALL VOCATIONAL AND TENTH GRADE STUDENTS (page 3)

10. Are you now taking, or have you ever taken, a vocational education class where there were only a few members of the other sex enrolled?

___ yes
___ no

10(a). If yes, do you feel they were treated fairly?

___ yes
___ no

Why or why not? _____

_____

_____

11. How many years of your life do you expect to spend working on a job outside the home for pay?

___ 1 - 5
___ 6 - 10
___ 11 - 20
___ 21 - 30
___ more than 30

12. Would you like to know more about nontraditional careers if you could make $100.00 a week more compared to the pay in the career you're now planning?

___ yes
___ no

13. If you wanted more information, right now, about a nontraditional career and how to get training for it, where would you go?

_____

_____

STUDENT SURVEY FOR
ALL VOCATIONAL AND TENTH GRADE STUDENTS (page 4)

14. Have any of your classes provided you with information on sex role stereotyping?

___ yes (identify what class): _____
___ no

15. Have you received any information in any of your classes on sexual harassment?

___ yes
___ no

16. Do you know what Title IX is?

___ yes
___ no

17. Do you know the name of the Title IX Coordinator for your school?

___ yes
___ no

18. Are you aware there are grievance procedures for discrimination on the basis of sex, race, color, national origin or disability?

___ yes
___ no

19. Are you female? ____ male? ___

20. What grade are you in? _____

21. Are you a vocational student?

___ yes (identify your vocational area): _____
___ no

VOCATIONAL EDUCATION STUDENT SURVEY FOR NONTRADITIONAL STUDENTS

1. Have you had any problems with teachers, counselors, parents, employers, students or others who do not think you should be in a nontraditional program?

   ____ yes ⇒ If yes, continue.
   ____ no ⇒ If no, go to 2.

   1(a) Please explain the kinds of problems:

   _____

   _____

   _____

   1(b) Have teachers, counselors, or others given you assistance in overcoming these or other problems? YES ☐ NO ☐

   (b-1) If yes, what kind of support or assistance given you has made participation in the program as a nontraditional student easier?

   _____

   _____

   _____

   (b-2) If no, what kind of support or assistance would have been helpful?

   _____

   _____

   _____

2. Were there minimal program requirements you had to meet to enroll in this vocational class/program? YES ☐ NO ☐

	YES	NO
3. Do you feel you had a good background of classes to prepare you to do the work in this program when you first entered it?	☐	☐
4. Are you able to work as well as most of the students of the other sex?	☐	☐
5. Do you expect to have any difficulty getting a job related to the training you are receiving?	☐	☐

6. Explain briefly, why you believe it will be difficult or easy getting a job in this field.

_____

_____

_____

7. Do you expect school officials to be helpful to you in finding a job placement?	☐	☐
8. Would you be interested in becoming a member of a student support club for students in nontraditional vocational classes?	☐	☐

9. Are you female? ____ male? ____

10. What grade are you in? _____

11. What vocational class(es) are you taking?

_____

_____